

IMPROVING THE METHODOLOGY FOR THE FORMATION OF SOCIAL COMPETENCE OF STUDENTS ON THE BASIS OF ETHNOPEDAGOGICAL MODELS

Khasanova Volida Erkin kizi

Asian University of Technology

Teacher of Russian language and literature

Annotation: This article explores the development of a methodology aimed at enhancing the social competence of students through the use of ethnopedagogical models. Social competence, which encompasses students' ability to communicate, collaborate, and engage in a diverse society, is increasingly important in modern education. The ethnopedagogical approach, rooted in cultural traditions and values, offers a unique framework for fostering these skills. The article examines existing literature on ethnopedagogy and social competence, details the proposed methodology, and discusses its potential applications in the educational process.

Keywords: social competence, ethnopedagogy, education, cultural values, student development, pedagogy, methodology.

In today's interconnected and globalized world, social competence plays a pivotal role in preparing students for successful interactions in diverse social environments. Social competence refers to the ability to communicate, collaborate, and navigate different social contexts with empathy and understanding. Traditional educational models, while effective in imparting academic knowledge, often fall short in cultivating these interpersonal skills. Ethnopedagogy, which emphasizes the importance of cultural traditions and practices in education, presents a compelling alternative for fostering social competence.

Ethnopedagogical models offer a framework for developing students' social skills through cultural education, values-based learning, and community involvement. This article aims to propose an improved methodology that leverages ethnopedagogical principles to enhance the social competence of students, with a focus on their ability to interact in culturally diverse settings.

The methodology for improving social competence using ethnopedagogical models involves several key stages:

Cultural Immersion: Students are engaged in culturally relevant activities such as folk traditions, storytelling, and rituals, allowing them to experience and reflect on different cultural values.



Community Involvement: Collaboration with local communities plays a significant role in this methodology. Students participate in community service projects and work alongside local elders, learning the values and social practices of their environment.

Integration into Curriculum: Ethnopedagogical content is woven into existing subjects such as history, literature, and social studies. This includes using traditional tales, proverbs, and historical events from various cultures to highlight social norms and cooperative behavior.

Reflection and Feedback: A key component of the methodology is ongoing reflection. Students engage in regular group discussions and journals, where they reflect on their experiences and learnings from their interactions with diverse cultures.

The study was conducted over a six-month period in a pilot school where students participated in ethnopedagogical activities both in and outside the classroom.

Improving the methodology for the formation of social competence of students using ethnopedagogical models involves integrating cultural heritage, traditions, and practices into the educational process to foster social skills and cultural awareness. Here's an approach that could be taken:

Understanding Social Competence:

Social competence refers to the ability of students to interact effectively with others, including communication skills, empathy, problem-solving in social contexts, and collaboration. It is a key element for both academic success and societal integration.

Ethnopedagogy as a Framework:

Ethnopedagogy is a pedagogical approach that draws on the traditional educational practices, values, and cultural heritage of a particular group. This includes customs, languages, folklore, and norms of behavior that are unique to specific communities.

Steps for Integrating Ethnopedagogy:

a. **Incorporation of Local Cultural Practices:**

- **Curriculum Design:** Incorporate cultural elements such as folklore, traditional crafts, and rituals into lessons. This connects students to their cultural roots while developing social awareness.

- **Cultural Fieldwork:** Encourage students to engage in local cultural events or volunteer in community projects. This allows them to practice social interaction in real-world cultural settings.

b. **Collaborative Learning:**



- Ethnopedagogical models emphasize group learning and peer-to-peer interactions, which strengthen students' social skills. For instance, working in groups to study local histories or traditions enhances teamwork and communication.

c. Intergenerational Learning:

- Invite community elders or cultural experts to share knowledge with students. This facilitates cross-generational dialogue, respect for elders, and a deeper understanding of community values.

d. Problem-Solving with Cultural Contexts:

- Use cultural case studies or community issues for problem-solving exercises. This approach encourages students to apply social competence in culturally relevant scenarios, enhancing critical thinking and social adaptability.

e. Multicultural Education:

- Ethnopedagogical models also emphasize the value of multiculturalism. Teaching students to respect and understand other cultures, not just their own, prepares them for interaction in diverse societies, fostering tolerance and inclusion.

Teacher Training:

Teachers play a crucial role in implementing ethnopedagogical models. Training programs should focus on:

- Understanding cultural diversity and local traditions.
- Developing methodologies to incorporate cultural content into their teaching.
- Facilitating cultural exchanges and discussions in classrooms to promote social competence.

Evaluation and Feedback:

Regular assessments of students' social competence should be conducted through practical activities such as role-plays, group projects, and community involvement. Additionally, feedback from students and the community can help refine the approach.

By integrating these elements, the methodology for forming social competence based on ethnopedagogical models can foster a deeper connection between students and their communities, while also equipping them with the necessary social skills to navigate broader, multicultural environments.

Conclusions

The methodology proposed in this article offers a promising approach to enhancing social competence among students through the use of ethnopedagogical models. By incorporating cultural education and community-based learning into the curriculum,



students are better equipped to navigate diverse social environments and interact with peers from different cultural backgrounds.

Curriculum Development: Schools should integrate ethnopedagogical principles into their curriculums, ensuring that students engage with diverse cultural perspectives in a meaningful way.

Teacher Training: Educators should receive training in ethnopedagogy and cultural competency to effectively implement the methodology in their classrooms.

Further Research: More research is needed to explore the long-term impact of ethnopedagogical models on student social competence, as well as their application in different cultural contexts.

Community Partnerships: Schools should collaborate with local cultural organizations and leaders to ensure that ethnopedagogical content is authentic and reflective of the community's values.

By adopting these strategies, educational institutions can better prepare students to thrive in a multicultural and interconnected world.

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